This guide was developed for faculty anticipating promotion to associate professor or professor with Distinction in Education. The 2024 Standards and Criteria Policy for Appointment, Rank, Promotion, and Tenure offers additional information and comprehensive guidance.

**Standards:**

* The minimum time in rank for promotion to Associate Professor is generally 6 years as Assistant Professor, with preparation of materials in the 5th year. The minimum expected time in rank of Associate Professors, prior to promotion to Professor, is seven years. The review process typically begins in the sixth year. Longer and shorter times are acceptable depending upon the candidate’s accomplishments.
* A terminal degree is required (PhD, Md, Do, EdD, and others)
* Specialty board certification is required for clinicians.

**Proficiency:**

All areas of distinction require meeting proficiency in service and teaching.

* Teaching: Learner evaluations should be reviewed at the annual AAE discussion with a supervisor, where proficiency is documented. To meet requirements for each Area of Distinction, faculty must demonstrate effective teaching and/or mentoring in support of their primary Area of Distinction.
* Service: Voluntary service on committees or activities for educators commonly include membership on an admissions committee, curriculum committee, accreditation committees, medical school interviewing, faculty governance, community or Upstate voluntary activities, or service on regional or national committees.

**Criteria for Promotion to Associate Professor**:

Candidates must demonstrate an established reputation in scholarship and leadership in education at the local and regional level and describe activities and accomplishments in one or more of the five educational domains delineated in the required Educator Portfolio: Teaching, Learner Assessment, Curriculum Development, Mentoring/Advising and Educational Leadership/Administration.

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| **Excellence in Scholarship** is **d**emonstrated by advancement of knowledge, dissemination (beyond the home institution), and impact/recognition (quality and quantity). See below and Appendix A for a non-exhaustive list of scholarship examples. If applicable, see [Section IV.D.b.](#Tenure) for tenure criteria. | |
| **Scholarship** | **Non-exhaustive List of Examples** |
| Advancement of Knowledge | Creating and testing new models of teaching, curriculum design, mentoring, or assessment techniques, application of a new remediation strategy resulting in improved learner success, integration of new content or methods into coursework, and novel inclusion of technology into pedagogy. |
| Dissemination | Innovative educational materials and products shared beyond the home institution, published in print or electronic formats, including peer reviewed publications, and regionally and nationally presented posters, or other media such as syllabi, curricula, web-based training modules or courses, simulation, teaching case series, policy statements, mentoring programs, and/or assessment tools. |
| Impact/Recognition | Use of the candidate’s educational material by other medical schools or programs demonstrates impact.  Publication metrics, as appropriate to the discipline, including but not limited to number of citations, journal impact factor, or altmetrics, may support effectiveness of dissemination and impact as appropriate.  Recognitions may include awards such as NCOM’s Excellence in Teaching, departmental teaching awards, Upstate’s President’s Awards, society recognitions for education, and others.  Invitations to be an invited journal reviewer, presenter, speaker at a regional or national meeting, speaking engagements such as grand rounds or other invited speaking beyond the home institution. |
| **Excellence in Leadership** may be demonstrated by any oneor more of the following. | |
| Major responsibility foran educational initiative | Director of courses, clerkships, graduate medical education programs, post-graduate student programs, community educational program, or interprofessional education program. |
| Mentoring role | Leadership of a mentoring program. |
| Defined role on a team, multicenter educational project, or program | Lead major curriculum changes, development of a collaborative educational project, and others. |
| Lead a scholarly project in education | Leadership of a collaborative educational research project across departments or institutions. |
| Other leadership role supporting education | Leadership role within professional societies.  Leadership at regional or national conferences, organizer for plenary sessions, abstract review, or other conference planning leadership role. |

**Criteria for Promotion to Professor:**

Excellence in scholarship and leadership in education must be demonstrated in one or more of the five educational domains listed above and based on significant recognition as a national/international expert with extra-university leadership in education. Associate professor and proficiency criteria must be met.

The non-exhaustive list below provides examples of how extra-university leadership and a continued record of excellent scholarship may be demonstrated. A more complete (yet still non-exhaustive) list of examples of scholarship may be found in Appendix A and should be reviewed with attention to level (national or international).

* Production of and national/international dissemination of materials for teaching purposes.
* Extramural grants to support educational efforts.
* National recognition in education as evidenced by participation in extramural educational initiatives. Documentation of invitations may be requested.
* Election to national committees or boards involved with education.
* Invitations as a visiting professor to present on innovations in educational activities.
* Participation in specialty board review or test development committee.
* Invitations for membership in a national level accreditation committee.

**Required Documentation for Promotion with Distinction in Education:**

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| **Document** | **Purpose and Rationale** |
| Curriculum Vitae | The curriculum vitae (CV) provides an outline of faculty work, categorized by area of activity and organized by year of accomplishment. The CV outlines scholarship and leadership roles. See t[emplate](https://www.upstate.edu/facultydev/promotion-tenure/promotion-templates.php). |
| Annual Academic Expectations | Provide current expectations as agreed upon by the candidate and the chair/supervisor. Should include documentation regarding proficiency in teaching. |
| Educator Portfolio | Used to further describe professional goals and accomplishments in education. Provides deeper understanding of the candidate’s career trajectory through narrative and explanations of career highlights. [Template](https://www.upstate.edu/facultydev/promotion-tenure/promotion-templates.php) available. |
| Personal Statement Narrative | Narratives provide a summary, in your own words, of how you meet criteria for proficiency and Distinction in Education. It is a 2-page description of your candidate’s career, briefly describing how you achieved proficiency and excellence in leadership and scholarship in education. Include career goals. See the Upstate Narrative Statement Guidelines for more information. |
| Letters of Support | Letters of support provide documentation from colleagues and others who know the candidate well and should attest to the candidate’s expertise in their field, collegiality, and importance of their work. Letters of support are optional, but educators will benefit from including letters from colleagues who have peer reviewed teaching, understand their role in education, and/or have been mentored or taught by you. In most departments, requests for letters of support come from the candidate. |
| Secondary/Joint Appointment Letters | Letters from the chair of department(s) where you may have a secondary appointment are recommended and provide further promotion support. |
| External Evaluator Letters (three required for NCOM)\* | These letters provide external review and validation that your work is significant to your field and recognized at the expected level for rank. You may be asked to provide a list of potential letter writers to your chair. It is the chair’s responsibility to collect these letters. NCOMFAPC requires 3 external letters of evaluation. \*Please check with your department, as some departments require more. Letters from other educators cannot be from a mentor, nor anyone who worked with you on published scholarship within the last 3 years. See [here](https://www.upstate.edu/facultydev/promotion-tenure/faculty-promotion-guide.php) for more information under the tab, “Requesting Letters for your Promotion.” |
| Department P&T Committee Letter | This letter demonstrates the support of departmental colleagues who most closely understand the faculty member role and who have reviewed the candidate’s dossier and deliberated a decision to support promotion. |
| Department Chair Letter | The support of the chair is integral to the appointment and promotion of the faculty candidate and should follow the recommended template, including key points, indicating strong support. |
| Tenure Requirements | If an educator is on a tenure eligible track, these additional documents will support strong scholarship for your tenure application:   * 4 representative publications (required) * Author link to PubMed (required) * Annotated bibliography (recommended) * Notes from primary, senior, or corresponding authors (recommended) |

**Please contact Kelly Donovan,** [**DonovaKe@upstate.edu**](mailto:DonovaKe@upstate.edu)**, for the schedule of upcoming Path to Promotion Workshops.**